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# Teaching effectiveness and students' academic performance of Piñan National High School Piñan District, Schools Division of Zamboanga del Norte

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A B S T R A C T

This study aimed to determine the teaching effectiveness of teachers as perceived by respondents and how it affects students' academic performance at Piñan National High School, Piñan District, Schools Division of Zamboanga del Norte, during the school year 2023–2024. A descriptive-correlational research method was employed. Frequency count, percentage, weighted mean, standard deviation, and Spearman Rank-Order Correlation Coefficient (Spearman rho) were the statistical tools used, with Jamovi as the statistical software. A total of 315 respondents participated in the study.

The findings revealed that the perceived level of teaching effectiveness was high, while the level of students' academic performance was rated as very satisfactory. A significant, albeit small/low, positive correlation was found between the levels of teaching effectiveness and students' academic performance.

Based on these findings, the author recommends that DepEd Key Officials, through the Senior Education Program Specialist of Human Resource Development (HRD) at various governance levels, use the results of this study as a basis for crafting training proposals aimed at enhancing teaching effectiveness. School Heads are encouraged to utilize the findings as a foundation for providing technical assistance to teachers to further improve their teaching effectiveness. Teachers, in turn, may use the results as a basis for reflecting on and improving their instructional practices.

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## *Introduction*

Teaching is a complex endeavor that requires time, passion, high-quality materials, and personalized feedback aimed at fostering the continuous growth and improvement of educators.

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It is the process of imparting knowledge, skills, and attitudes to bring about desirable changes in learners. The primary goal of teaching is to ensure that meaningful learning takes place. When a teacher successfully achieves this, their instruction is considered effective, and the concept of teaching effectiveness is realized.

Teaching effectiveness encompasses both the quality of instruction and the teacher's capability. It requires educators to continuously improve their practice by adopting an evaluative mindset (Teaching Effectiveness, Australian Institute for Teaching and School Leadership, n.d.). According to Gupta and Verma (2021), teaching effectiveness focuses on the characteristics of teachers, the classroom environment, instructional methods, and their impact on student academic performance. It involves the teacher's ability to bring about desired changes in student behavior through effective instruction. A key responsibility of an effective teacher is to maintain a conducive learning environment. One can readily distinguish between effective and ineffective teachers based on their classroom management. Efficient classroom management is fundamental to effective teaching.

Dash and Barman (2016) described teaching effectiveness as the degree of excellence, efficiency, and productivity exhibited by a teacher. They emphasized that teaching expertise and skill can be enhanced through accumulated experience and knowledge.

In the Philippines, DepEd Order No. 42, s. 2017, also known as the Philippine Professional Standards for Teachers (PPST), replaced the National Competency-Based Teacher Standards (NCBTS). Signed by former DepEd Secretary Leonor Magtolis Briones on August 11, 2017, the PPST outlines seven domains: content knowledge and pedagogy; learning environment; diversity of learners; curriculum and planning; assessment and reporting; community linkages; and professional engagement, personal growth, and professional development. The PPST also defines four career stages for teachers: beginning, proficient (the standard for all teachers), highly proficient, and distinguished.

The PPST emphasizes that teachers must have strong content knowledge and know how to teach it effectively; maintain a learner-focused environment; respond to learner diversity; plan and deliver effective instruction; use various assessment tools to guide and improve the teaching-learning process; build community relationships; uphold professional ethics; and engage in reflective practice and continuous professional development. Communication strategies and content mastery are highlighted as essential elements of teacher quality.

Several studies have shown that teaching effectiveness, particularly in terms of subject matter knowledge, is rated very satisfactorily. These studies underscore that a teacher’s competence—especially their knowledge and skills—is a key attribute of professionalism (Agsalud, 2016; Bugtong, 2020; Gepila, 2020). However, contrasting findings by Morallo and Abay (2019)

revealed that respondents expressed a strong need for professional development across all PPST domains, particularly Domain 1, which focuses on content knowledge and pedagogy.

Despite these insights, previous studies have not clearly established a relationship between teaching effectiveness and students' academic performance. To address this gap, the current research aims to determine the relationship between teaching effectiveness—as perceived by students—and their academic performance at Piñan National High School, Piñan District, Schools Division of Zamboanga del Norte. This study seeks to identify how teachers might address deficiencies in their teaching effectiveness in relation to student achievement.

# *Literature review*

## *Teaching effectiveness*

Teaching effectiveness involves a blend of cognitive and non-cognitive attributes, such as academic qualifications and achievements, clarity of thought and communication, fluency, teaching methods, charisma, experience, and interpersonal skills (Kumari & Padhi, 2014, as cited by Caoile, 2024). It is considered an academic discipline that examines teacher characteristics, classroom environment, instructional strategies, and their overall impact on students. Teaching effectiveness refers to the ability of educators to deliver instruction in a way that brings about the intended behavioral changes in students. The quality of a teacher's performance can be better understood by analyzing the attitudes and traits that influence it (Gupta & Verma, 2021).

According to Dash and Barman (2016), teaching effectiveness reflects the degree of excellence, efficiency, and productivity demonstrated by a teacher. It enables professional development and skill enhancement through accumulated experience and knowledge. A teacher's instructional methods significantly influence the overall effectiveness of their teaching. Teachers play a critical role in shaping students' futures, and teaching effectiveness encompasses their ability to foster positive behavioral and academic outcomes. As Toor (2014, as cited by Caoile, 2024) emphasized, the assessment of teaching effectiveness should consider not only students' academic achievement but also the broader impact teachers have on their personal and social development.

Monserate (2018) further argued that a teacher's effectiveness is not solely based on their ability to deliver subject content, but also on their capacity to establish a positive classroom environment that encourages learning and supports students' holistic development.

Corpuz and Salandanan (2015) described an effective teacher as a licensed professional who upholds dignity and reputation, demonstrates high moral standards, and possesses strong technical and professional competence. Such a teacher sees themselves as a catalyst for change, proficient in the content they teach, and committed to ethical and moral standards, as emphasized in the Code of Ethics for Professional Teachers (1997).

Oyukan (2000, as cited by Barman & Bhattacharyya, 2015) explored the attributes of teaching effectiveness among secondary school teachers and found that effective classroom practices include comprehensive subject matter knowledge, proficient chalkboard use, strong language and communication skills, a well-organized learning environment, and clearly defined lesson objectives.

Check (2006, also cited by Barman & Bhattacharyya, 2015) identified essential traits for effective teaching, including professional appearance and grooming, the frequent use of examples, incorporation of humor, effective communication, valid instructional strategies, and availability for additional support outside class hours.

Similarly, Colker (2008, as cited by Barman & Bhattacharyya, 2015) reported that teachers identified four key characteristics of an effective educator: strong subject matter knowledge, a genuine interest in each student, the ability to create a caring and warm classroom atmosphere, and the capacity to demonstrate enthusiasm in teaching.

### *Knowledge of the subject and teaching ability*

The teacher's knowledge in the subject should surpass mere facts and procedures, encompassing a thorough comprehension of both the content and organization of the subject matter. Substantive structures encompass the various approaches used to organize the fundamental concepts, principles, and facts of a discipline. The user's text is concise and lacks substantive information (Denbel, 2023). Effective teachers have a thorough comprehension of the content in their specific fields. An educator who demonstrates profound knowledge in their specific area of expertise is crucial in the classroom. Without a doubt, a teacher must possess unwavering enthusiasm, exceptional tolerance, proficient communication abilities, and a multitude of other qualities that delineate a commendable educator. Nevertheless, the most important requirement for a teacher is to exhibit a deep comprehension and expertise in the subject they are instructing - an extensive proficiency in teaching material (Obilor, 2019).

### *Management of learning and professionalism competence*

The learning management plays a vital role in supervising the interaction and communication between three essential elements: educators, learners, and educational materials. The interaction among the three components is intricately connected to various other factors that facilitate learning, including infrastructure (educational facilities), pedagogical approaches, learning materials, academic environment administration, funding, and systematic assessment of learning (Ginting et al., 2022). Learning management entails the supervision and control exercised by teachers over the educational activities occurring within the classroom. Therefore, it is widely recognized that competent management can greatly impact the successful implementation of educational initiatives. Teachers must proficiently oversee the utilization of media and other resources to optimize their performance (Lian, 2021). The insufficient management of learning

by educators can be attributed to a deficiency in their comprehensive comprehension of learning management.

In a study of Ratnawati, (2018) it averred that teachers' insufficient handling of learning can be traced back to a lack of thorough comprehension of learning management. He further averred that the teachers' performance is negatively influenced by a lack of comprehension of effective learning management, leading to inadequate administration of the learning process.

### *Teaching for independent learning and evaluation to students*

Independent learning is often linked with supplementary learning methods, such as customization, student-centered learning, and taking ownership of one's own learning. Independent learning, also referred to as autonomous learning, is an educational method that originated in Western countries. Agustina & Fajar, (2019) reaffirmed that this educational concept involves giving individuals increased responsibility, allowing them to actively participate in teaching and learning activities both inside and outside of the school. Independent learning is a pedagogical approach where learners have autonomy and accountability for their own acquisition of knowledge. They exert control, provide guidance, and evaluate their own learning while gaining knowledge through their own actions. Main, (2022) avouched that an autonomous learner demonstrates the capacity to make informed choices, set goals, and select the most appropriate strategies to fulfill their educational needs.

### *Commitment and personality traits*

The level of commitment demonstrated by teachers is an essential component in attaining high-quality education. Teacher personality is widely regarded as a significant determinant of organizational commitment, with the potential to either enhance or diminish it (Utami et al., 2021). Personality exerts a beneficial and immediate influence on the level of commitment that teachers have towards their organization.School principals consider teacher personality as a factor to enhance teacher's dedication and loyalty to the school (Guru, n.d)

### *Interpersonal relationship*

Developing robust interpersonal relationships with fellow teachers, parents, students, and school administrators is crucial as these elements significantly impact the efficacy of teaching among educators (Gupta & Verma, 2021). Additionally, it was discovered that modifications ought to be implemented in managerial ideology, personal and professional relationships, as well as the school environment (Toor, 2014) cited by Caoile (2024).

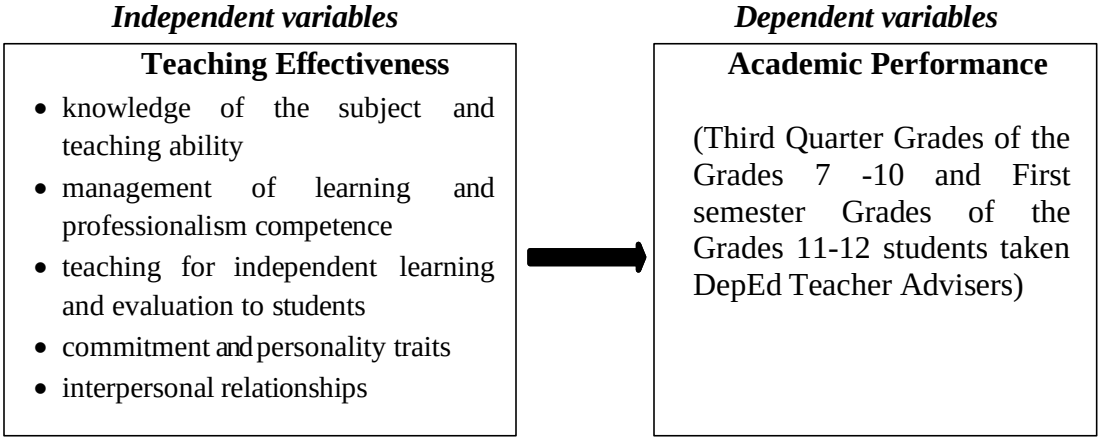
### *Academic performance*

Academic performance or achievement refers to the level of success that a student, teacher, or institution has achieved in meeting their educational goals, whether they are short-term or long-term. This success is evaluated through either ongoing assessments or by calculating the cumulative grade point average (CGPA) (Tadese et al., 2022). The grade point average, or GPA,

is commonly employed as a handy summary measure of academic performance by the majority of colleges and universities (Rashida & Asgnar, 2016). The assessment of student academic performance has been the subject of significant research. It poses challenges within the academic literature, as various factors such as social, psychological, economic, environmental, and personal factors can impact the performance of science students (Khan et al.,2020). Academic performance can be influenced by a range of factors, including the quality of schools, personal and family circumstances such as socioeconomic status, English proficiency, regular class attendance, employment, high school grades, and academic self-efficacy (Sothan, 2019). An empirical investigation conducted on students at Bahir Dar University revealed that the educational background of parents and participation in nightclubs have a significant impact on academic achievement (Tiruneh & Petros, 2014) cited by Overa, 2024. Also, a survey in Nigerian high schools indicated students whose parents were government employees achieved better performance (Atolagbe, et al., 2019). Nevertheless, the influence of these factors fluctuates depending on the geographical location, with disparities observed between urban and rural areas. This could be attributed to the use of various data measurement techniques and the varying quality of data, as well as the specific context of each individual study (Tadese, et al.,2022).

DepEd Order No. 8 s. 2015 stated that academic performance is based on the learning standards which comprise the content, standards, performance standards learning standards and concept development. Content standards are the essential knowledge and understanding to be learned. Performance standards are the abilities and skills that the learners are expected to learn in relation to the content standards and the integration of the 21st century skills. The learning competencies are the knowledge, understanding, skills and attitudes that students need to demonstrate in every lesson and/or learning activity. Concept development comprise the learning standards in the curriculum which reflect progressions. To operationalize these progressions the "Cognitive Process Dimensions" adapted from Anderson and Krathwohl (2001) is used. The written work, performance task and quarterly assessment are the bases for the actual performance of every learner during every quarter.

# *Conceptual framework*




Source: Monserate, (2018)

Source: DepEd Teacher Advisers

Figure 1 illustrates the conceptual framework. The independent variable, teaching effectiveness, includes 25 items across five categories—subject knowledge and teaching ability, learning management and professional competence, independent learning and student evaluation, commitment and personality traits, and interpersonal relationships—adopted from Monserate (2018). The dependent variable is students' academic performance, based on third quarter grades (Grades 7–10) and first semester grades (Grades 11–12), as recorded by DepEd teacher advisers and guided by DepEd Order No. 8, s. 2015. The study investigates the influence of perceived teaching effectiveness on academic performance.

# *Statement of the problem*

This study aims to assess the perceived teaching effectiveness of teachers and its relationship to the academic performance of Junior and Senior High School students at Piñan National High School, Piñan District, Schools Division of Zamboanga del Norte for the school year 2023–2024.

Specifically, it sought to answer the following questions:

1. What is the respondents' level of perception on the teaching effectiveness of teachers in terms of:
   1.1 knowledge of the subject and teaching ability;
   1.2 management of learning and professionalism competence;
   1.3 teaching for independent learning and evaluation to students;
   1.4 commitment and personality traits; and
   1.5 interpersonal relationships?

2. What is the respondents' level of academic performance in terms of the third quarter general weighted average and first semester grades of the Grades 7-10 and Grades 11-12 respectively during the school year 2023-2024?

3. Is there a significant relationship between the respondents' perceived level of teaching effectiveness and their academic performance?

### *Hypothesis*

There is no significant relationship between the respondents' perceived level of teaching effectiveness and their academic performance.

### *Scope and limitations of the study*

This study examines the relationship between students' perceptions of teaching effectiveness and their academic performance at Piñan National High School during the 2023–2024 school year. It involves 315 students: 224 from Junior High School (Grades 7–10) and 91 from Senior High School (Grades 11–12).

Teaching effectiveness is assessed through 25 items across five indicators: subject knowledge and teaching ability, classroom management and professionalism, promotion of independent learning and evaluation, commitment and personality, and interpersonal relationships.

Academic performance is measured by the third-quarter general weighted average for Grades 7–10 and the first-semester grades for Grades 11–12.

The study is limited to these perceptions and their correlation with academic performance.

## *Research methodology*

### *Research Design*

The study utilized the survey and descriptive-correlational research methods. The survey method was employed because the researcher gathered data through a questionnaire checklist. Clark et al., (2021) defined a survey as a research method used for collecting data from a predefined group of respondents to gain information and insights on various topics of interest.

### *Population and Sampling*

The method is appropriate for the present study since it aimed to determine the teaching effectiveness of the teachers as perceived by the respondents in relation to their academic performance in Piñan National High School, Piñan District, Schools Division of Zamboanga del Norte.

### *Data Gathering Procedure*

The researcher was granted permission by the Schools Division Superintendent to float her questionnaires to the respondents in order to gather data. Ethical consideration was sought from the Ethics and Review Committee of Andres Bonifacio College, Inc. and from the

### *Ethical consideration*

Ethics Committee of the Schools Division of Zamboanga del Norte to proceed with the data gathering and informed consent was given to the individual respondent for their approval to participate in the study.

### *Tools for data analysis*

Bhat, (2019) on the other hand defined correlational research as a type of non-experimental research method in which a researcher measures variables, understands and assesses the statistical relationships between them with no influence from any extraneous variable. A correlational analysis was performed to determine the significant relationship between the teaching effectiveness and academic performance of the students.

The following scoring guide with its range of values and descriptive interpretation were used. The scoring procedure for teaching effectiveness and the academic performance of students based from DepEd Order No. 8 s. 2015 are presented below.

**Scoring procedure teaching effectiveness**

| Scale | Range of Values | Description | Interpretation |
|---|---|---|---|
| 5 | 4.21-5.00 | Strongly Agree | Very High |
| 4 | 3.41-4.20 | Agree | High |
| 3 | 2.61-3.40 | Somewhat Agree | Average |
| 2 | 1.81-2.60 | Disagree | Low |
| 1 | 1.00-1.80 | Strongly Disagree | Very Low |

**Students' academic performance (Based from DepEd Order Number 8 s. 2015)**

| Scale | Description | Grading Scale |
|---|---|---|
| 5 | Outstanding | 90 – 100 |
| 4 | Very Satisfactory | 85 – 89 |
| 3 | Satisfactory | 80 – 84 |
| 2 | Fair Satisfactory | 75 – 79 |
| 1 | Did Not Meet Expectation | Below 75 |

## *Data presentation and analysis*

The data are presented according to the statement of the problem. The study answered the following questions:

**1.What is the respondents' level of perception on the teaching effectiveness of teachers in terms of knowledge of the subject and teaching ability; management of learning and**

**professionalism competence; teaching for independent learning and evaluation to students; commitment and personality traits; and interpersonal relationships?**

Table 1 Perceived level of teaching effectiveness in terms of knowledge of the subject matter and teaching ability N=315

| **A. Knowledge of the Subject Matter and Teaching Ability** | **Mean** | **SD** | **Description** | **Interpretation** |
|---|---|---|---|---|
| 1. 1. Demonstrate mastery of the subject matter without solely relying on the prescribed textbook. | 4.02 | 0.92 | Agree | High |
| 2. Integrates subjects to practical circumstances in learning purposes of the students | 4.08 | 0.83 | Agree | High |
| 3. Explains the relevance of present topics to the previous lessons and relates the subject matter to daily life | 4.09 | 1.00 | Agree | High |
| 4. Explains clearly by using concrete examples | 4.25 | 1.00 | Strongly Agree | Very High |
| 5. Helps students retain the lesson to minimize difficulties | 4.13 | 0.99 | Agree | High |
| **Overall** | **4.08** | **0.78** | **Agree** | **High** |

Source: (Monserate, 2018)

Table 1 portrays the perceived level of teaching effectiveness in terms of knowledge of the subject matter and teaching ability. As portrayed in the table, the respondents strongly agree that their teachers explain clearly by using concrete examples. They also agree that their teachers demonstrate mastery of the subject matter without solely relying on the prescribed textbook, integrates subjects to practical circumstances in learning purposes of the students, explain the relevance of present topics to the previous lessons and relates the subject matter to daily life, and help students retain the lesson to minimize difficulties. Overall, the respondents agree (mean=4.08, SD=0.78) that their teachers' teaching effectiveness is high. This finding means that the teaching effectiveness of the secondary school teachers of Piñan National High School in Piñan District, Schools Division of Zamboanga del Norte is high. This finding is aligned to the study of Bellino, (2024) who disclosed that the level of the teachers' performance in terms of RPMS – PPST is very satisfactory.

Table 2 Perceived level of teaching effectiveness in terms of management of learning and professionalism competence

| B. Management of learning and professionalism competence | Mean | SD | Description | Interpretation |
|---|---|---|---|---|
| 1. Creates opportunities for contribution of students in activities | 4.22 | 0.90 | Strongly Agree | Very High |
| 2. Uses Instructional Materials such as videos, and computer-aided instructions to reinforce learning processes. | 4.18 | 0.94 | Agree | High |
| 3. Encourages students to learn and apply technology in class activities and projects. | 4.11 | 0.94 | Agree | High |
| 4. Creates teaching strategies that allow students to practice using the concepts they need to understand | 4.12 | 0.89 | Agree | High |
| 5. Is updated with the development in the field of the subject being taught. | 4.07 | 0.94 | Agree | High |
| Overall | 4.14 | 0.74 | Agree | High |

Source: (Monserate, 2018)

Table 2 displays the perceived level of teaching effectiveness in terms of the management of learning and professionalism competence. As can be gleaned in the table, the respondents strongly agree that their teachers create opportunities for contribution of students in activities. They also agree that their teachers use instructional materials such as videos, and computer-aided instructions to reinforce learning processes, encourage students to learn and apply technology in class activities and projects, create teaching strategies that allow students to practice using the concepts they need to understand, and are updated with the development in the field of the subject being taught. Altogether, management of learning and professionalism competence obtained a mean of 4.14 with a standard deviation of 0.74 which is described as agree and interpreted as high. This finding asserts that the management of learning and professionalism competence of the secondary school teachers in Piñan National High School, Piñan District, Schools Division of Zamboanga del Norte is high. This finding confirmed the study of Agsalud (2017) which upheld that the level of effectiveness in terms of the management of learning is very satisfactory.

Table 3 Perceived level of teaching effectiveness in terms of teaching for independent learning and evaluation to students

| **C. Teaching for independent learning and evaluation to students** | **Mean** | **SD** | **Description** | **Interpretation** |
|---|---|---|---|---|
| 1. Enhances students‟ self-esteem and gives due recognition to students performance. | 4.15 | 0.91 | Agree | High |
| 2. Allows students to think independently and make their own decisions. | 4.20 | 0.86 | Agree | High |
| 3. Encourages students to learn beyond what is required and help/guide the students how to apply the concepts learned. | 4.20 | 0.96 | Agree | High |
| 4. Assignments are followed at through checking and discuss the correct answers. | 4.24 | 0.88 | Strongly Agree | Very High |
| 5. Prompt in giving back the results at the given test. | 4.16 | 0.91 | Agree | High |
| **Overall** | **4.16** | **0.72** | **Agree** | **High** |

Source: (Monserate, 2018)

Table 3 reflects the perceived level of teaching effectiveness in terms of teaching for independent learning and evaluation to students. The outcome attests that the respondents strongly agree that assignments are followed at through checking and discussing the correct answers. They also agree that their teachers enhance students' self-esteem and gives due recognition to students' performance, allow students to think independently and make their own decisions, encourage students to learn beyond what is required and help/guide the students how to apply the concepts learned, and prompt in giving back the results of the given test. In general, teaching for independent learning and evaluation to students gained a mean of 4.16 and a standard deviation of 0.72 which is described as agree and interpreted as high. This finding entails that the teaching for independent learning and evaluation to students of Piñan National High School, Piñan District, Schools Division of Zamboanga del Norte is high. This finding corroborates with the finding of Agsalud's study (2017) which contended that the level of teaching effectiveness in terms of independent learning is very satisfactory.

Table 4 Perceived level of teaching effectiveness in terms of commitment and personality traits

| D. Commitment and Personality Traits | Mean | SD | Description | Interpretation |
|---|---|---|---|---|
| 1. Regularly comes to class on time and well–groomed to complete assigned responsibilities. | 4.27 | 0.91 | Strongly Agree | Very High |
| 2. Keeps accurate records of students‟ performance and prompt submission of the same. | 4.23 | 0.92 | Strongly Agree | Very High |
| 3. Shows interest in assisting students with respect to computer technology in the subject matter. | 4.22 | 0.93 | Strongly Agree | Very High |
| 4. Shows patience in explaining difficult lessons. | 4.23 | 0.93 | Strongly Agree | Very High |
| 5. Seeks to provide information in answers to difficult questions. | 4.17 | 0.90 | Agree | High |
| Overall | 4.22 | 0.72 | Strongly Agree | Very High |

Source: (Monserate, 2018)

Table 4 discloses the perceived level of teaching effectiveness in terms of commitment and personality traits. As disclosed in the table, the respondents strongly agree that their teachers regularly come to class on time and well–groomed to complete assigned responsibilities, keep accurate records of students' performance and prompt submission of the same, show interest in assisting students with respect to computer technology in the subject matter, and show patience in explaining difficult lessons. They also agree that their teachers seek to provide information in answers to difficult questions. As a whole, commitment and personality traits earned a mean of 4.22 with a standard deviation of 0.72 which is described as strongly agree and interpreted as very high. This finding indicates that the commitment and personality traits of the secondary teachers of Piñan National High School, Piñan District, Schools Division of Zamboanga del Norte is very high. This finding is supported by the study of Ortiz (2024) which professed that the level of teaching effectiveness in terms of commitment and personality traits is very high. In like manner, this finding is similar to that of Agsalud (2017) who purported that the level of teaching effectiveness in terms of commitment is very satisfactory.

Table 5 Perceived level of teaching eɪɪectıveness ın terms of interpersonal relationships

| **E. Interpersonal Relationships** | **Mean** | **SD** | **Description** | **Interpretation** |
|---|---|---|---|---|
| 1. Maintains good interpersonal relationships to colleagues and students. | 4.35 | 0.85 | Strongly Agree | Very High |

| | | | | |
|---|---|---|---|---|
| 2. Treats students equally regardless of gender and mental capacity. | 4.36 | 0.89 | Strongly Agree | Very High |
| 3. Respects students‟ varying opinions | 4.43 | 0.80 | Strongly Agree | Very High |
| 4. Conscious of relevant topics for the good of the students. | 4.42 | 0.82 | Strongly Agree | Very High |
| 5. Has a good sense of humor | 4.47 | 0.83 | Strongly Agree | Very High |
| **Overall** | **4.41** | **0.69** | **Strongly Agree** | **Very High** |

Source: (Monserate, 2018)

Table 5 exhibits the perceived level of teaching effectiveness in terms of interpersonal relationship. The result affirms that the respondents strongly agree that their teachers maintain good interpersonal relationships with colleagues and students, treat students equally regardless of gender and mental capacity, respect students' varying opinions, conscious of relevant topics for the good of the students, and have good sense of humor. Overall, interpersonal relationship of secondary teachers of Piñan National High School, Piñan District, Schools Division of Zamboanga del Norte is very high. All the items in Table 5 got very high responses which corroborated to the explanation of the National Institutes of Health (NIH) and Better Up (2023) that interpersonal relations require one to relate to people in an open, friendly and professional manner, cooperates and works to gain support and commitment from others when performing tasks and that one should learn to listen, express openness, communicate often and be respectful. This is in line with the item in Table 5 to treat everyone fairly regardless of the gender and mental capacity.

Table 6 Summary of the perceived level of teaching effectiveness

| Teaching Effectiveness | Mean | SD | Description | Interpretation |
|---|---|---|---|---|
| A. Knowledge of the Subject and Teaching Ability | 4.08 | 0.78 | Strongly Agree | Very High |
| B. Management of Learning and Professional Competence | 4.14 | 0.74 | Agree | High |
| C. Teaching for Independent Learning and Evaluation to Students | 4.16 | 0.72 | Agree | High |
| D. Commitment and Personality Traits | 4.22 | 0.72 | Strongly Agree | Very High |
| E. Interpersonal Relationship | 4.41 | 0.69 | Strongly Agree | Very High |
| Overall | 4.24 | 0.69 | Strongly Agree | Very High |

Source: (Monserate, 2018)

Table 6 conveys the summary of the perceived level of teaching effectiveness. The result maintains that the level of knowledge of the subject and teaching ability, commitment and personality traits, and interpersonal relationships are very high. While management of learning and professionalism competence and teaching for independent learning and evaluation to students are high. Altogether, the level of teaching effectiveness of the secondary school teachers of Piñan National High School, Piñan District, Schools Division of Zamboanga del Norte is very high. This finding is supported by Agsalud (2017) and Ortiz (2024) who affirmed that the level of teaching effectiveness in terms of knowledge of the subject and teaching ability, management of learning and professionalism competence, teaching for independent learning and evaluation to students, commitment and personality traits and interpersonal relation was very satisfactory. Tl is finding is aligned with DepEd Order No. 42 s. 2017 or the Philippine Professional Standards for Teachers (PPST) which articulated that teachers must know what to teach and how to teach it; maintain a learning-focused environment; respond to learner diversity; plan and design effective instruction; use a variety of assessment tools to inform and enhance the teaching and learning process; establish community relationships and uphold professional ethics; and engage in professional reflection and assume responsibility for personal, professional learning.

**2. What is the respondents' level of academic performance in terms of the third quarter general weighted average and first semester grades of the Grades 7-10 and Grades 11-12 respectively during the school year 2023-2024?**

Table 7 Level of students' academic performance

| Scale | Grading System | Range of Values | Description | Counts | Mean | Description/ Interpretation |
|---|---|---|---|---|---|---|
| 5 | 90-100 | 4.21-5.00 | Outstanding | 31 | 3.84 | Very Satisfactory |
| 4 | 85-89 | 3.41-4.20 | Very Satisfactory | 203 | | |
| 3 | 80-84 | 2.61-3.40 | Satisfactory | 80 | | |
| 2 | 75-79 | 1.81-2.60 | Fairly Satisfactory | 1 | | |
| 1 | below 75 | 1.00-1.80 | Did not meet expectations | 0 | | |

Source: DepEd Order No. 8 s. 2015

Table 7 manifests the level of students' academic performance. Based on the table, 203 of the respondents achieved very satisfactory academic performance, 80 are satisfactory, 31 outstanding, and 1 fairly satisfactory. The overall mean of the students' academic performance is 3.84 which is described and interpreted as very satisfactory. This finding signifies that the respondents have very satisfactory academic performance. This finding is supported by Kabigting & Nanud (2020) whose study disclosed that their respondents Bulfa (2023) who found out that his respondents got a very satisfactory academic performance.

**3. Is there a significant relationship between the respondents' perceived level of teaching effectiveness and their academic performance?**

Table 8 Test of relationship between the Levels of teaching effectiveness and academic performance

| Variables | rho-value | p-value | Interpretation |
|---|---|---|---|
| Teaching Effectiveness and Academic Performance | 0.13 | 0.02 | Small/Low Positive Correlation Significant |

Source: (Monserate, 2018)

Table 8 reveals the test of relationship between the levels of teaching effectiveness and students' academic performance. Employing the Spearman Rank-Order Correlation Coefficient (Spearman rho), the outcome asserts that there exists a significant small/low positive correlation between the teaching effectiveness and students' academic performance. Thus, the null hypothesis is rejected. This finding entails that as the level of teaching effectiveness increases, the level of students' academic performance also increases. This finding further entails that the students' academic performance is dependent on the teaching effectiveness of teachers. As Tolentino's study (2024) justified that students' academic performance is dependent on the different approaches which means that the level of teaching effectiveness of the teachers in the classroom counts much. This finding is supported by Fakhroo & Bulaila (2021) study which was originally researched by Albalawi (2014) who assured that the teaching approaches of the teachers or their teaching effectiveness have connections and effects on the students' academic performance.

# *Discussion*

The findings of this study revealed a high level of teaching effectiveness of teachers as perceived by the student-respondents and the level of students' academic performance was very satisfactory. It further revealed that there existed a significant small/low positive correlation between the levels of teaching effectiveness and students' academic performance. These findings denote that if teachers are highly effective, students would be motivated to perform better and their performance would be very satisfactory. The findings of significant small/low positive correlation implies that there is a need for mediating factors such as student engagement and learning motivation which means that there should be an interaction between how teachers use some tools and how students interact with these tools in order to enhance academic outcomes. The findings of the study further implies that teaching effectiveness could be attained by teachers if they are competent in the subject they are going to teach and likewise if they are committed and resourceful in their work such that they have a pool of strategies, methods, techniques and approaches to keep them ready at all times. These are confirmed by Monserate (2018); Tolentino (2024); Fakhroo & Bulaila (2021) originally studied by Albalawi (2014) who averred that students' academic performance is highly influenced by the teacher's effective teaching including the use of different teaching approaches.

# Conclusion

This study concludes that since it was found out that there was a significant small/low positive correlation it is recommended that the DepEd Key Officials through the Senior Program Specialist of Human Resource Development (HRD) in the different governance levels would use the findings of this study as basis to craft a training proposal on teaching effectiveness in order to sustain the high level of teaching effectiveness of the teachers and the very satisfactory performance of the students. The School Heads would utilize the findings of this study as basis for the provision of technical assistance to teachers to further improve their level of teaching effectiveness. It is further recommended that teachers would use the findings of this study as basis for reflection on their teaching practices. In totality, there is a need for teaching effectiveness in order to ensure for better academic performance.

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